DOCUMENT RESUME

ED 145 245 08 CE 013 356

AUTHOR Napolitan, Richard R.
TITLE A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development in a Transition to Adulthood through a Meaningful "Action Learning" Program. Final Report.
INSTITUTION North Hills School District, Pittsburgh, Pa.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
BUREAU NO 20-6803
PUB DATE 28 Sep 77
NOTE 85p.; Not available in hard copy due to poor reproducibility of the original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Exploration; *Cooperative Programs; Educational Alternatives; Educational Objectives; Grade 11; Models; Program Design; *Program Development; *Program Effectiveness; Program Planning; School Community Programs; Secondary School Students; Senior High Schools; Student Evaluation; *Vocational Development
IDENTIFIERS Pennsylvania (Pittsburgh)

ABSTRACT

A project involving thirty-nine eleventh grade students was undertaken at a senior high school to plan and initiate a community-based action learning program to provide students with a meaningful cooperative school-community work learning experience. Specific curriculum requirements were met through a combination of independent study, interdisciplinary study, or traditional classroom study, and students were evaluated twice during the eighteen-week semester on the accomplishment of objectives established by the student, advisor, and field site representative. Twelve project outcomes indicated that the program has become an alternative to the traditional school: Students' attitudes toward school became more positive; results in the Vocational Maturity Inventory Scale indicated increased career awareness; field site sponsors and parents sent numerous data to verify students' increased self-esteem and confidence; and plans have been established to develop many of the outcomes into a model for a community-based learning program. (The appendix, comprising one-half of the report, includes an application form; placement and sponsor's participant agreement forms; a typical field site resume; seminar objectives; curriculum objectives for English, social studies, and physical education; evaluation data results; and program and student evaluation questionnaires.) (EM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED145245

FINAL REPORT

PROJECT PHOENIX
Project No. 20-6803

A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development in a Transition to Adulthood Through a Meaningful "Action Learning" Program.

by

Mr. Richard R. Napolitan, Principal, Grade 11, and
Chairman of the Project Phoenix Committee for Community Based Learning

North Hills Senior High School
55 Rochester Road
Pittsburgh, Pennsylvania 15229

BEST COPY AVAILABLE

September 28, 1977

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

RESEARCH COORDINATING UNIT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 013 356

PROJECT PHOENIX: COMMUNITY BASED "ACTION LEARNING"
Project No. 20-6803

Richard R. Napolitan, Principal Grade 11
North Hills Senior High School
55 Rochester Road
Pittsburgh, Pa. 15229

$7,000.00 Federal
$ 000.00 Non-Federal
8/1/76 to 6/30/77

The purpose of this project was to plan and initiate a community based "action learning" project for seniors at North Hills High School. And while in order to be in accordance with the proposal guidelines we have requested funding for only the first year, it must be understood this pilot study is intended as a model for use throughout Pennsylvania, possibly, and is planned as a three year project with final evaluation statewide June 30, 1979. The results of this first year's program will determine the direction, scope, and financial necessity for the second and third years of the project.

The problem of the pilot study is to provide students with both a feasible and personally meaningful cooperative school/community learning experience. This will enhance both realistic student vocational decision-making through a direct experience with the elements of a vocational choice of field site placements and facilitate the student's transition to adulthood by exposure to the "real world" of work outside the idealistic controlled environment of the traditional classroom setting.

The objective and rationale for the pilot project is the fact that much meaningful education takes place outside the realm of the traditional classroom setting. In today's high sophisticated technological society that task has become too great for one institution, the school as we know it today, to adequately complete. This program will help to bridge the gap between learning and realistic application of knowledge in the "real world."

One could draw a parallel between this pilot program and compare it to the transitional function an exemplary program has between the spectrums of pure research and educational practice.

Also, the procedures in the pilot study are all aimed as an alternative to the traditional school with an emphasis on "real" involvement in vocations.

OBJECTIVES

1. Students will be provided with experiences which aid them in making career decisions and in facing the world of work.

2. Students will receive individual attention.

3. Students will be placed in valuable learning experiences with adult members of the community.

OBJECTIVES (Con't)

4. Students will be given an opportunity to relate classroom learning to life experience.

5. This action learning program will enable students to grow in self-esteem and self-confidence when performing adult tasks in an adult environment.

6. Students will gain a perspective on the possibilities and limitations of a broader world.

7. Student's basic skills will increase.

8. The varied experiences at the field sites will help students to develop age group integration.

9. Students will gain significant personal and social development through this service and work concept.

10. Most importantly, action learning is not aimed primarily at job training but rather that the personal and social development gained through these experiences are important dimensions of everyone's complete education.

PROCEDURES

The instructional system in community based action learning differs from the traditional classroom course work. Each student selects various objectives coinciding with graduation requirements and career interest. The Learning Coordinator and student together build an academic program that is based on these objectives. Therefore, each student's academic assignments are unique but within the broad framework of North Hills' prescribed program of studies.

Academic work in the field differs from classroom work in another important respect. Distinctions between learning areas are minimized or eliminated. Rather, an interdisciplinary approach is used: students may get academic credit in several courses by completing one assignment. Thus, students begin to understand realistic relationships that exist among different subject areas. Also, students develop a bank of experience in a vocation at the field site while also gaining access to means of obtaining information on additional education in a chosen vocation before and after high school graduation.

All departments in the high school have had input into specific departmental requirements that will be expected of all the action learning participants. But again, the great amount of choice in methods to achieve those objectives make the program highly individualized and adaptable to the specific needs and desires of a student in any vocational area. The committee has determined to have this total involvement and commitment of staff so as not to jeopardize the success of

PROCEDURES (Con't)

Project Phoenix from its initiation. We feel we have "touched all the bases" in the District in the planning of the project.

Some very specific elements of procedure were the following:

1. The enrollment for the first year was a maximum of thirty students a semester with tentative plans for twice that number the second and third years contingent upon availability of funds, staff, and other logistical concerns.

2. Each student and his parents were required to sign a training agreement (contract) upon enrolling in the program for both academic and liability reasons. Also, the determination of field site types dictated the extent of/or need for specific curriculum development.

3. The means open to students to meet objectives involved a number of choices from the following tasks dependent upon student's vocational site choice, academic needs, and personal desires:

   a. Daily journal

   b. Attendance at weekly seminars with both the academic and vocational areas reinforced by the scheduled instructional team.

   c. Close contact with the student's advisor from the counseling staff and/or the project committee. Every student chose an advisor from over thirty available from the professional school personnel.

   d. Specific curriculum requirements were met through a combination of independent study, interdisciplinary study, or traditional classroom study dependent upon student's contract which is determined by academic capabilities and needs, as well as vocational field site choice.

   e. The program had full administrative support and student selection was done in early June after the project had been explained to the present Junior class through their social studies classes in early May. Also, the local school/community newsletter, Your Schools, as well as the local community paper, The North Hills News Record, contained extensive explanations of the project to the community throughout the year. Final student selections were based upon the career choices of students and the availability of field sites after the student's academic record and personal interview were analyzed and discussed by the project committee and the students.

PROCEDURES (Con't)

f. The Community Advisory Council, as well as the Project committee prospected field sites and constructed training agreements geared to meet the project objectives. These were determined cooperatively between the school and the field site representative. There are written guidelines determined for students, school personnel, and field site representatives that reflect the objectives of Project Phoenix.

f. Funding for the project will hopefully be accomplished through title funding. This pilot program will determine feasibility before the project is put to the added accountability and pressures that go along with local District funding.

h. The students were evaluated two times during the eighteen-week semester and receive a comprehensive written status report at the end of nine weeks. The evaluation was based on the accomplishment of objectives jointly established by the student, advisor, and field site representative. Also, every student was evaluated at the field site by his school advisor and/or a project committee member. A summary of contracts and journals, as well as academic achievement, was prepared and analyzed by the project committee and student advisor to determine the final evaluation and possible granting of three credits for high school graduation. Reports of the evaluation were sent to the home at the midpoint and end of the eighteen-week project experience. Of course, semiannual and final reports on the project itself will be submitted to the state, as well as results of our self-evaluation.

i. The personnel other than those already in the district that was needed was a half-time para-professional person to be in the field and coordinate field site activities with the chairman of the project committee in the School District. Hopefully, this position could be expanded to full time eventually with its own clerical help to accommodate the demands of an expanded project in the 2nd and 3rd years.

j. The facilities of the North Hills Senior High School are at our disposal, as well as the contracted field sites. Also, a number of large corporations as well as the A.I.U. have expressed a great interest in our project and have been valuable sources of facilities and/or professional assistance in our project.

BUDGET

The budget for the project was as follows for the first year:

One para-professional person half-time to act as coordinator with the field sites and report directly to the project chairman. This is a non-certified and non-tenures position.	$ 5,600
Office Supplies, Clerical Help, A-V Software, Professional Stipends	$ 1,400
TOTAL	$ 7,000

COMPLIANCE STATEMENT

The North Hills Schools and the Project Phoenix Committee did comply with Title VI of the Civil Rights Act and the Secretary of Education's policy on sexism in education.

In finalizing this proposal for funding, the committee will be more than happy to share results of the pilot program with other districts of the Commonwealth for we are committed to the view that the traditional school alone cannot meet the demands of today's society and that the action learning work and service experience is not solely for job training but rather for a critical dimension to be developed in every student's complete education.

OUTCOMES

The objectives and procedures for the most part exceeded expectations as the Phoenix Committee, students, North Hills High School staff, parents, Allegheny Intermediate Unit, Pittsburgh Chamber of Commerce, and numerous field sites all worked collectively in a cooperative manner throughout the year. Their efforts led to these outcomes:

1. A comprehensive rationale statement detailing what community based learning is, and the need for it in our schools. This is supported by clearly defined objectives and research data.

2. The establishment of a multimedia presentation that includes video tape, audio tape, cassettes, and filmstrips that enable us to do presentations on Project Phoenix covering all aspects of the program in length from thirty minutes to three hours.

3. Written contractual formats have been established for student, school, and field site responsibilities. (See Appendix)

4. Students' attitudes toward school in general as well as academic study became more positive attested by increased Q.P.A. average, much improved attendance, and overall increased positive school interest and citizenship.

5. Results in the Vocational Maturity Inventory Scale indicated increased career awareness by being in Project Phoenix.

6. Structured curriculum was developed in the areas of English, Social Studies, Physical Education and the affective seminars that were all related to each student's interests and academic ability. (See Appendix)

7. Each student received individual attention from a staff advisor which they selected.

8. Students learned to work with people of all ages and backgrounds through the field site experiences and seminars.

OUTCOMES (Con't)

9. Field site sponsors and parents have sent numerous data to verify students' increased self-esteem and self-confidence from being a part of Project Phoenix.

10. A very structured evaluation process for both students and the program itself was developed to measure the realization of our stated objectives and indicate new objectives to consider. These include evaluations by all elements of the program and they include student self-evaluation on audio tape.

11. A very important liason with the Allegheny Intermediate Unit and other community organizations was established as support bases for Project Phoenix, as well as a base for expanding C.B.L. programs throughout Allegheny County.

12. Plans have been established to develop many of these stated outcomes into model elements able to be packaged and used by other school districts in the Commonwealth of Pennsylvania who desire to have a community based learning program.

AUDIENCE

The resulting organizational procedures, structured curriculum and affective seminars, and evaluation methods will be useful to schools throughout the State as they have already become the model for C.B.L. semester long programs in Allegheny County.

PUBLICATIONS AND AVAILABLE MATERIALS

1. Final Report.

2. Objectives and procedures for curriculum area and affective area seminars.

3. Multi evaluation procedures for field sites, sponsors, and overall program.

4. Comprehensive data, forms and procedures for establishing a C.B.L. program. This will be finalized in a booklet form this year.

ANALYSIS

Project Phoenix began as an administrative M.B.O. for the Grade 11 Principal at North Hills Senior High School, and has developed into a comprehensive alternative educational program that has had significant input into organizing and influencing the adoption of similar community based learning programs in Allegheny County.

The program was started with a cross section of professional staff at North Hills High School, organized by the Grade 11 Principal, Richard R. Napolitan, who met to develop the framework for such a program based upon a needs assessment they had done.

ANALYSIS (Con't)

Teachers wanted more student interest in the academics, counselors wanted more affective learning to take place, and the Principal wanted less dropouts, discipline problems, and better attendance to school by students. All three of these needs were strong factors in initiating Project Phoenix and helped shape its objectives, policies, and procedures.

Project Phoenix has become a real alternative to traditional programs at the school. The responsibility for attendance, classwork, and field experiences was put squarely upon the student, and much decision-making, including that of evaluation included students as primary movers.

The procedure of weekly seminars on Friday (schedule in Appendix), and field site work four days a week enabled students to have a real alternative to traditional school, make more realistic career choices, and have immediate application of both cognitive and affective learning in coordinating the seminar experience with the field site experience.

Also, the contractual format clearly defined the responsibilities of all parties involved, especially the field site agreements that were formulated and signed by students, parents, field site sponsors, and a school representative. In these documents, the objectives of each party were clearly stated.

The evaluation procedure was much the same format as the contracts. Each party had written documents, and the procedure for all was clearly stated, discussed, and agreed upon.

There were thirty-nine students involved in Project Phoenix for the first year and a maximum of sixty will be involved in future years. This number was established to allow for one section of seminars to be developed and covered by current staff in any particular area. Also, by having no more than thirty students a semester the program will continue to give the individual attention necessary to make this program work. North Hills High School has 3,200 students, Grades 9-12, and there is not one program in this very well equipped and staffed complex that gave students more attention or geared learning experiences to individual needs and desires.

SUMMARY

The outcomes of the program listed in the abstract speak for themselves. Everyone of the objectives we set forth a year ago have been fulfilled at least to our expectations; others have exceeded our expectations.

The program has the total support of the North Hills Schools, Community Advisory Council, numerous local interest groups and civic organizations, and it has become a true part of the North Hills community.

SUMMARY (Con't)

It is our hope to continue this three-year pilot study before drawing any final conclusions, but if this first year for Project Phoenix is any indication, Project Phoenix will be a pioneer venture for alternative education. We are certain it could become the model for a credible and structured community based "action learning" program throughout the Commonwealth of Pennsylvania.

APPENDIX

Please note there are numerous listings in the appendix. These include rationale statements, curriculum objectives for cognitive seminars, project summaries, personnel listings, contract forms, and evaluation forms and procedures. While this report does not include much qualitative analysis in respect to statistics, the appendix does give evidence of the descriptive report in great detail.

The following is an alphabetical order Appendix listing with brief descriptions of each entry:

A. Listing of Phoenix Committee members and projected budget.

B. Project Phoenix application form.

C. Project Phoenix Summary

D. Project Phoenix Placement Agreement

E. Sponsor's Participant Agreement form.

F. Introductory letter to prospective field sites.

G. Example of a typical field site resume for the field site objectives.

H. Project Phoenix Friday Seminar schedule and agenda

I. Project Phoenix affective seminar objectives.

J. Listing of 1976-77 field sites and personal advisors from North Hills High School professional staff.

K. Curriculum objectives for cognitive areas of English, Social Studies, and Physical Education.

L. Evaluation data that includes the following:

1. Community Based Learning evaluation by Elizabeth Cessna of the Allegheny County Intermediate Unit. This includes results of not only North Hills Project Phoenix testing but a comparison of our project with others similar to it in Allegheny County.

2. Project Phoenix program evaluation by students.

APPENDIX (Con't)

3. Semester interim placement evaluation.

4. Final semester placement evaluation.

5. Decision survey for students regarding grading system.

6. Project Phoenix narrative for student self evaluation of field site experiences.

M. Application of Fair Labor Standards Act 1972 to student field site experience in Project Phoenix.

N. Example of a typical parent response to Project Phoenix.

O. Letter from Pittsburgh Chamber of Commerce.

P. Closing weeks agenda for Project Phoenix 1976-77.

Community Based Learning

Evaluation Results

Each packet, with the two exceptions listed below, contain the following tabulations.

(1) Your district's Student Questionnaire responses
(2) The total Student Questionnaire responses from all districts
(3) Your district's Parent Questionnaire responses (with the exception of Upper St. Clair)
(4) The total Parent Questionnaire responses (with the exception of Upper St. Clair and Mt. Lebanon)
(5) Your district's Agency Questionnaire responses
(6) The total Agency Questionnaire responses from all districts
(7) The School Program Director Questionnaire
(8) Test Results for your district
(9) Test Results for all districts

The Questionnaire responses are self-explanatory. Students, parents and agencies seemed to be quite positive toward the program. There was variation between districts in perceived problems, benefits and effects, however. Therefore, you should check your own district's responses carefully for those questions which deal with your own priorities.

We are planning revisions of all questionnaires for the coming year. Any suggestions which you might have on questions which should be added or questions which are not informative and should be deleted, would be appreciated. Please indicate your suggestions in writing.

The Test Results section requires some additional information. No individual district results were reported for the last five subscales of the Career Maturity Inventory (CMI). Students were administered only one of these subscales. For many districts so few students took any one subscale that there was a possibility of identifying individual scores. Therefore, only the aggregated data for the six districts are reported.

It has been decided that the amount of student testing was excessive and that several of the tests were not appropriate, given the goals of the project. For next year, the testing will retain only the Self subscale of the Self Appraisal Inventory (SAI) and the Career Planning subscale of the EQA instrument. Items from a new test, the Vocational Development Inventory (VDI) will be used also. Inspection of items on the knowledge subtests of the CMI and EQA revealed that they were too broadly based to be affected by the type of experiences the project provides. There was some evidence that some students reacted negatively to the length of the tests and this may have affected their results.

For students as a group, there was significant positive improvement in students' attitude toward themselves and their family. There was also slightly weaker evidence of positive change in their attitude toward school and toward the need for career planning. This is especially interesting given the short interval between pre and post testing. There is also some evidence, which has not been completely explored yet, that female students may exhibit larger positive changes than male students.

If you have additional questions with respect to the results for your district or the total group, feel free to call Jan Buehler or Nancy Reilly, 323-5714.

Results of Student Questionnaire

District: All Districts Combined

Number of Students: 110

Problems Students Encountered:

Type	# Checking as Problem
Availability of transportation to agency	25
Cost of transportation to agency	27
Cost of uniforms or special equipment	2
Loss of interaction with high school friends	41
Relationships with agency personnel	6
Too much work to do	3
Not enough work to do	24
Type of work to be done	11
Hours were too long	16
Hours were inconvenient	7
Other	0
Did not have any problems	42

Methods by which problems were solved

Discussed with supervisor	33
Discussed with program staff	20
Discussed with parents	18
Changed placements	17
Kept in touch with friends by phone	32
Solved problem myself	47
Found a ride	19
Found enough work to keep busy	15
Other	0

Types of People with which Placement Allowed Interaction:

Type	# Checking Response
Older than you	108
Younger than you	51
Different educational level	94
Different income level	90
Different race	79
Different religion	79
Different value system	76

Placement vs. School in Terms of What Was Learned:

Response	# Checking Response
Learned more in placement than in school	99
Learned about the same in placement and school	7
Learned less in placement	3

Things Best Learned from Placement and Whether They Could Be Learned in School:

Response	Could	Could Not
Responsibility	46	52
Working with others	39	53
Feeling better about yourself	15	51
Patience	25	35
Controlling emotions, especially anger	20	44
Being on your own, depending on yourself	15	67
Gaining self confidence	20	54
The importance of appearance	21	25
Keeping a schedule and being organized	25	36
Other	0	0

Evaluation on Characteristic:

Characteristic	Excellent	Good	Fair	Poor
Attendance	50	48	10	0
Punctuality	45	47	14	1
Dependability	56	50	2	0
Completion of assignments	46	54	5	2
Willingness to accept responsibility	68	37	2	0
Willingness to learn new skills	83	21	3	0
Display of initiative	45	54	7	1
Cooperativeness	71	35	1	0
Ability to relate to other employees	61	41	4	1
Self-confidence	32	59	16	1
Interest in job	64	37	4	2
Overall performance	31	73	3	1
Willingness to seek out information	39	55	8	2
Willingness to assume responsibility for own learning	53	44	8	2

Source of Information About Conditions in Career Area:

Category	Placement	Seminar	Both	Neither
Skills actually needed	99	0	6	3
Education required	76	2	20	10
Frustrations in area	69	9	22	8
Rewards in area	82	3	12	11
Competition in area	81	2	16	8
Regulations imposed	86	1	13	7
Values that are important	38	13	51	6
Relation between high school coursework and this area	31	16	42	18
Interpersonal skills	54	9	38	7

Ability of Supervisor to Clarify Assignments or Discuss Problems:

	Always	Usually	Sometimes	Never
First Placement	52	35	17	7
Second Placement	30	17	8	4

Student Treated as Equal Rather than Student Observer:

	Always	Usually	Sometimes	Never
First Placement	59	33	14	3
Second Placement	33	9	11	6

Whether Participation Affected Career Choice:

Response	N
Strengthen career plans	52
Change career plans	14
No	8
Yes	3
Not sure	15
Not affected	2
Helped me choose	11
Decided placement was not for them	5

Effect of Program on Career Plans:

Response	N
Strengthened my career choice	76
Changed career plans completely	15
Increased my awareness of new possibilities	83
Provided outlook impossible to obtain in school	86
Will not work and go to school simultaneously	10
Have already applied for job I know I like	14
Have changed my choice of college	6

Would You Recommend the Program to Other Students:

Response	N
Yes, definitely	93
Yes with reservations	2
Only if changes are made	1
No	0
Only if student is mature enough	2
Only if suitable placements available	4
Other	7

How Useful Were the Seminars:

Response	N
Very	16
Moderately	49
Somewhat	29
Not at all	15

Number of Seminars Attended:

Response	N
0	0
1-3	4
4-6	39
7-9+	64

How Well Placements Met Criteria:

	Excellent	Good	Fair	Poor
First Placement:				
Allow exploration of skills necessary	69	31	6	4
Allow expression of individual needs	57	42	8	3
Provided problems which could be solved	52	42	13	2
Second Placement:				
Allow exploration of skills necessary	33	19	3	3
Allow expressions of individual needs	29	18	7	4
Provided problems which could be solved	27	18	8	4

Do You Feel You Are More Aware of Career Options as a Result of Participation in CBL Placement:

Response	N
Definitely	90
Somewhat	19
Not at all	1

Does the Curriculum and Activities in School Have a Place in the Working World:

Response	N
Definitely -- almost everything in school can be used	6
Mostly -- most academics are applicable	32
Some -- a few appropriate, most not "real"	59
Little or none -- at most one subject useful	13

Results of Parent Questionnaire

District: North Hills

Total Number of Responses: 12

Identity of respondent:

Response	N
Mother	7
Father	4
Other	1
Mother and Father	0

Overall evaluation of CBL:

Response	N
Excellent	11
Good	1
Fair	0
Poor	0
Don't Know	0

Son/Daughter had worthwhile experiences:

Response	N
Strongly Agree	11
Agree	1
Disagree	0
Strongly Disagree	0
Don't Know	0

Son/Daughter benefited more from participation in program than regular school setting:

Response	N
Strongly Agree	9
Agree	3
Disagree	0
Strongly Disagree	0
Don't Know	0

Son/Daughter's attitude toward self changed as a result of participation in program:

Response	N
Strongly Agree	6
Agree	3
Disagree	2
Strongly Disagree	0
Don't Know	0

Your attitude changed toward CBL program:

Response	N
Strongly Agree	3
Agree	4
Disagree	3
Strongly Disagree	0
Don't Know	0

Son/Daughter's career plans were influenced through participation in CBL:

Response	N
Strongly Agree	4
Agree	5
Disagree	2
Strongly Disagree	0
Don't Know	0

The CBL program assisted son/daughter to understand and accept adult responsibilities:

Response	N
Strongly Agree	5
Agree	6
Disagree	1
Strongly Disagree	0
Don't Know	0

Felt informed about the program while it was in operation:

Response	N
Strongly Agree	3
Agree	8
Disagree	1
Strongly Disagree	0
Don't Know	0

Information about the program came from:

Response	N
Only son/daughter	2
Peers of son/daughter	1
Meetings at school	3
Literature from CBL	0
Child and peers	1
Child and meetings	4
Child and literature	0
Peers and meetings	0
Peers and literature	0
Meetings and literature	1
Child, meetings, literature	0
Child, peers, literature	0
Child and supervisor	0

the CBL program should be continued:

Response	N
Strongly Agree	10
Agree	2
Disagree	0.
Strongly Disagree	0
Don't Know	0

Results of Student Questionnaire

District: North Hills

Number of Students: 20

Problems Students Encountered:

Type	# Checking as Problem
Availability of transportation to agency	3
Cost of transportation to agency	7
Cost of uniforms or special equipment	0
Loss of interaction with high school friends	6
Relationships with agency personnel	1
Too much work to do	1
Not enough work to do	4
Type of work to be done	3
Hours were too long	4
Hours were inconvenient	1
Other	0
Did not have any problems	4

Methods by which problems were solved

Discussed with supervisor	5
Discussed with program staff	3
Discussed with parents	3
Changed placements	3
Kept in touch with friends by phone	3
Solved problem myself	10
Found a ride	3
Found enough work to keep busy	1
Other	0

Types of People with which Placement Allowed Interaction:

Type	# Checking Response
Older than you	19
Younger than you	10
Different educational level	15
Different income level	15
Different race	9
Different religion	14
Different value system	13

Placement vs. School in Terms of What Was Learned:

Response	# Checking Response
Learned more in placement than in school	19
Learned about the same in placement and school	1
Learned less in placement	0

Things Best Learned from Placement and Whether They Could Be Learned in School:

Response	Could	Could Not
Responsibility	6	11
Working with others	6	11
Feeling better about yourself	3	7
Patience	5	7
Controlling emotions, especially anger	7	5
Being on your own, depending on yourself	2	14
Gaining self confidence	3	12
The importance of appearance	5	5
Keeping a schedule and being organized	3	7
Other	0	0

Self-Evaluation on Characteristics:

Characteristic	Excellent	Good	Fair	Poor
Attendance	10	6	3	0
Punctuality	8	7	4	0
Dependability	10	9	0	0
Completion of assignments	10	7	1	0
Willingness to accept responsibility	7	11	1	0
Willingness to learn new skills	13	5	1	0
Display of initiative	5	9	5	0
Cooperativeness	10	8	0	0
Ability to relate to other employees	6	11	2	0
Self-confidence	2	11	6	0
Interest in job	10	8	1	0
Overall performance	3	15	1	0
Willingness to seek out information	4	11	3	0
Willingness to assume responsibility for own learning	8	6	4	1

Source of Information About Conditions in Career Area:

Category	Placement	Seminar	Both	Neither
Skills actually needed	18	0	1	0
Education required	13	0	4	2
Frustrations in area	11	3	4	1
Rewards in area	13	0	3	3
Competition in area	13	0	2	3
Regulations imposed	13	0	3	3
Values that are important	8	2	6	3
Relation between high school coursework and this area	5	5	4	5
Interpersonal skills	11	2	6	0

Ability of Supervisor to Clarify Assignments or Discuss Problems:

	Always	Usually	Sometimes	Never
First Placement	5	6	7	2
Second Placement	2	4	3	0

Student Treated as Equal Rather than Student Observer:

	Always	Usually	Sometimes	Never
First Placement	8	8	3	1
Second Placement	4	2	3	1

Whether Participation Affected Career Choice:

Response	N
Strengthen career plans	7
Change career plans	1
No	4
Yes	0
Not sure	4
Not affected	0
Helped me choose	3
Decided placement was not for them	1

Effect of Program on Career Plans:

Response	N
Strengthened my career choice	12
Changed career plans completely	2
Increased my awareness of new possibilities	13
Provided outlook impossible to obtain in school	16
Will not work and go to school simultaneously	2
Have already applied for job I know I like	4
Have changed my choice of college	0

Would You Recommend the Program to Other Students:

Response	N
Yes, definitely	15
Yes with reservations	2
Only if changes are made	0
No	0
Only if student is mature enough	0
Only if suitable placements available	0
Other	3

How Useful were the Seminars:

Response	N
Very	2
Moderately	8
Somewhat	7
Not at all	3

Number of Seminars Attended:

Response	N
0	0
1-3	0
4-6	0
7-9+	18

How Well Placements Met Criteria:

	Excellent	Good	Fair	Poor
First Placement:				
Allow exploration of skills necessary	10	8	1	1
Allow expression of individual needs	9	6	5	0
Provided problems which could be solved	7	10	2	0
Second Placement:				
Allow exploration of skills necessary	5	2	1	1
Allow expressions of individual needs	3	3	2	1
Provided problems which could be solved	2	3	2	1

Do You Feel You Are More Aware of Career Options as a Result of Participation in CBL Placement:

Response	N
Definitely	15
Somewhat	4
Not at all	1

Do the Curriculum and Activities in School Have a Place in the Working World:

Response	N
Definitely -- almost everything in school can be used	1
Mostly -- most academics are applicable	6
Some -- a few appropriate, most not "real"	9
Little or none -- at most one subject useful	4

97A

Results of Parent Questionnaire

District: Total

Total Number of Responses: 55

Identity of respondent:

Response	N
Mother	33
Father	20
Other	1
Mother and Father	1

Overall evaluation of CBL:

Response	N
Excellent	38
Good	16
Fair	1
Poor	0
Don't Know	0

Son/Daughter had worthwhile experiences:

Response	N
Strongly Agree	43
Agree	11
Disagree	0
Strongly Disagree	0
Don't Know	0

Son/Daughter benefited more from participation in program than regular school setting:

Response	N
Strongly Agree	34
Agree	20
Disagree	0
Strongly Disagree	0
Don't Know	1

Son/Daughter's attitude toward self changed as a result of participation in program:

Response	N
Strongly Agree	21
Agree	24
Disagree	8
Strongly Disagree	0
Don't Know	0

Your attitude changed toward CBL program:

Response	N
Strongly Agree	11
Agree	26
Disagree	12
Strongly Disagree	1
Don't Know	0

Son/Daughter's career plans were influenced through participation in CBL:

Response	N
Strongly Agree	22
Agree	25
Disagree	6
Strongly Disagree	1
Don't Know	0

The CBL program assisted son/daughter to understand and accept adult responsibilities:

Response	N
Strongly Agree	28
Agree	24
Disagree	2
Strongly Disagree	0
Don't Know	0

Felt informed about the program while it was in operation:

Response	N
Strongly Agree	19
Agree	28
Disagree	7
Strongly Disagree	1
Don't Know	0

Information about the program came from:

Response	N
Only son/daughter	23
Peers of son/daughter	1
Meetings at school	3
Literature from CBL	3
Child and peers	2
Child and meetings	8
Child and literature	3
Peers and meetings	0
Peers and literature	0
Meetings and literature	2
Child, meetings, literature	4
Child, peers, literature	1
Child and supervisor	4

The CBL program should be continued:

Response	N
Strongly Agree	43
Agree	11
Disagree	0
Strongly Disagree	1
Don't Know	0

Results From Agency Questionnaire

District: North Hills

Number of Agencies: 32

Student Evaluation Results:

Characteristic	Excellent	Good	Fair	Poor
Attendance Record	15	12	5	0
Punctuality	15	13	4	0
Dependability	15	12	5	0
Completion of Assignments	15	13	4	0
Willingness to Accept Responsibility	14	13	5	0
Willingness to Learn New Skills	14	13	5	0
Display of Initiative	14	13	5	0
Cooperativeness	14	13	5	0
Ability to Relate to Others	14	13	5	0
Self Confidence	14	12	6	0
Interest in Job	14	12	5	0
Overall Performance	14	12	5	0

Willingness to Supervise in Future:

Response	N
Yes	29
No	0
Only if student interested in specific placement	1
Not enough time	0
Agency no longer in operation	0
Office too small	0
Insurance problems	1
Poor student last time	0
Students too immature	1

Willing to Recommend Student for Job:

Response	N
Yes, no reservations	0
Yes, with reservations	31
No	0
Cannot get involved with students	0
Setting not appropriate	1

Exhibition of Student Characteristics:

Characteristic	Yes	No
Curiosity	28	4
Seeking out information	28	4
Trying out new ideas in discussion	28	4
Assume responsibility for own learning	27	5

Results From Agency Questionnaire

District: Total

Number of Agencies: 173

Student Evaluation Results:

Characteristic	Excellent	Good	Fair	Poor
Attendance Record	95	62	11	5
Punctuality	92	63	14	4
Dependability	91	67	9	6
Completion of Assignments	90	66	12	5
Willingness to Accept Responsibility	89	64	15	4
Willingness to Learn New Skills	90	64	14	5
Display of Initiative	87	65	14	6
Cooperativeness	90	66	12	5
Ability to Relate to Others	88	67	14	4
Self Confidence	86	68	14	4
Interest in Job	91	59	16	6
Overall Performance	90	62	13	7

Willingness to Supervise in Future:

Response	N
Yes	152
No	7
Only if student interested in specific placement	2
Not enough time	4
Project no longer in operation	1
Office too small	1
Insurance problems	1
Poor student last time	1
Students too immature	2

Willing to Recommend Student for Job:

Response	N
Yes, no reservations	43
Yes, with reservations	115
No	6
Cannot get involved with students	1
Setting not appropriate	1

Exhibition of Student Characteristics:

Characteristic	Yes	No
Curiosity	152	20
Seeking out information	152	21
Trying out new ideas in discussion	148	24
Assume responsibility for own learning	150	22

Community Based Learning

School Program Director Questionnaire

A total of nine questionnaires were returned from the participating districts.

Number of Students Placed This Year:

Number	Frequency of Response (N)
5	1
8	1
30	2
32	1
35	1
36	1
85	2

Number of Students to be Placed Next Year:

Number	N
3	1
20	1
30	2
35	1
60	2
90	1
?	1

Number of Placement Sites Used This Year:

Number	N
6	1
7	1
10	2
15	1
18	2
20	2

Anticipated Number of Placements Next Year:

Number	N
6	1
20	1
30	1
40	1
50	1
70	1
?	1

Overall Usefulness of the Coordinating Committee:

Response	N
Very Useful	5
Moderately Useful	2
Some Use	2
No Use at All	0

A total of eight respondents made suggestions as to how the coordinating could be more useful:

Priority Which Their School Assigns to the Following Needs:

Needs	Priority		
	High	Moderate	Low
Curricular Material Development	5	3	1
Identify Potential Placement Sites	6	3	0
Preparation of Students	1	7	1
Supervision of Students	0	3	6

Overall CBL Program Operation:

Category	N
Smooth (virtually no problems)	3
Some problems, can be solved locally	4
Some problems, outside help necessary	1
Rocky, problems not of easy solution	0

TEST RESULT REPORT FORM

District: North Hills

Test and Subtest	Pretest			Posttest			Gain			
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	t
SAT:										
Work	26	17.19	2.50	20	16.65	3.66	20	-.70	3.31	-.95
Peer	26	16.15	2.91	20	16.20	3.94	20	.50	2.96	.76
Family	26	41.15	5.86	20	41.90	6.85	20	.30	3.51	.38
School	26	17.73	5.00	20	17.45	5.53	20	-.05	3.76	-.06
Self	26	27.54	5.12	20	28.40	5.39	20	1.55	4.57	1.52
EQA:										
Work Attitude	26	27.35	6.92	20	25.95	5.86	20	-1.20	4.92	-1.09
Career Planning	26	26.54	6.95	20	26.40	7.16	20	.20	7.27	.12
Vocational Knowledge	26	16.04	5.34	20	17.90	4.18	20	1.65	4.25	1.74
CMI:										
Attitude	26	34.00	5.40	20	35.90	5.82	20	1.80	4.53	1.78
Knowing Yourself										
Knowing About Jobs										
Choosing a Job										
Looking Ahead										
What Should They Do										

* Significant at α = .05 Level

** Significant at α = .01 Level

TEST RESULT REPORT FORM

District: All Districts, Grades, Sex

Test and Subtest	Pretest			Posttest			Gain			
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	T
SAI:										
Work	130	17.64	2.49	105	17.95	3.09	104	.03	2.70	.11
Peer	130	16.75	2.93	108	16.92	3.47	107	.32	2.83	1.17
Family	130	42.03	6.52	107	43.63	6.39	106	1.32	4.47	3.04**
School	130	18.98	5.26	109	19.88	5.66	108	.89	3.79	2.44*
Self	129	27.75	5.16	107	29.47	5.16	106	1.93	4.67	4.25**
EQA:										
Work Attitude	130	29.08	5.09	105	29.06	6.04	104	-.16	4.46	-.37
Career Planning	130	27.85	6.12	106	29.08	7.22	105	1.19	5.77	2.11*
Vocational Knowledge	130	17.83	4.64	109	15.29	5.02	107	.30	4.65	.67
CMI:										
Attitude	130	35.66	5.44	109	36.16	6.20	108	.14	5.22	.28
Knowing Yourself		12.07	3.71		10.91	4.24	19	-1.05	3.73	-1.23
Knowing About Jobs		16.78	2.81		16.04	4.32	20	-1.00	3.70	-1.21
Choosing a Job		14.71	3.51		14.83	3.63	19	-.32	2.85	.49
Looking Ahead		14.17	3.50		12.40	4.73	16	-1.00	3.25	-1.23
What Should They Do		11.58	2.57		10.52	3.28	15	-1.60	3.66	-1.69

* Significant at α = .05 Level
** Significant at α = .01 Level

I. Project Phoenix: A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development Through a Meaningful "Action Learning" Program

This Proposal is herein submitted by:

Mr. Richard R. Napolitan, Principal Grade 11 and Chairman of the Project Phoenix Committee for Action Learning.
North Hills Senior High School
55 Rochester Road
Pittsburgh, Pennsylvania 15229
Area Code 412 366-5600 Ext. 296-297

Project Phoenix Committee Members:

Dr. James Higgins	Dr. Jean Lagana
Norma Mountan	Elizabeth Hand
Linda Williams	Patricia Cooke
Terri Kuhs	Jack Hardmann
James Brozick	Dr. Mary Anne Ryder

Project Dates: July 1, 1976 - June 30, 1979

Budget Estimates:

1st year	$7,000.00
2nd year	$7,700.00*
3rd year	$8,470.00*

* These 2nd and 3rd figures may deviate somewhat in either direction after inflationary cost and/or program directions are effected after 1st year evaluations are completed.

NORTH HILLS SENIOR HIGH SCHOOL
55 Rochester Road
Pittsburgh, Pa., 15229

APPLICATION FOR COMMUNITY-BASED LEARNING PROGRAM

NAME_____ GRADE/SECTION_____

ADDRESS_____

PHONE_____ DATE_____

THE STUDENT WILL:

1. List his/her reasons for applying for the program (Please list below)

   a. _____

   b. _____

   c. _____

   d. _____

2. Identify the specific career area he/she wishes to explore in order of preference.

   a. _____

   b. _____

   c. _____

   d. _____

3. Abide by the following conditions:

   a. Follow, with the exception of regular school holidays or vacations, the working schedule of regular employees of the learning site.

   b. Apply to the learning site the same tardy/attendance regulations as put forth by the Pennsylvania School Code.

   c. Attend weekly seminars.

   d. Keep a daily journal (a brief summary of daily experiences)

   e. Perform other assignments as required by the program committee.

4. Discuss his/her participation in the program with his/her counselor.

   a. Counselor comments_____

_____

_____

   b. Counselor signature_____

PARENTS WILL:

1. Release student from the regular schedule to permit their participation in the program.

2. Assure student is protected by some type of hospital insurance

   Name of Parent's Insurance Company_____

_____

   24 Hour School Insurance_____

3. Provide student's transportation to and from the learning site.

4. Purchase any necessary clothing or equipment for the student to function adequately at the learning site.

5. Cover incidental expenses, e.g. lunches, books etc.

6. Participate in consultations with the Program Director as necessary.

THE SCHOOL DISTRICT WILL:

1. Select students for the program

2. Identify and procure community learning sites in accordance with the interests of students relative to the availability of field sites in particular career areas.

3. Provide adequate supervision and counseling for each student.

4. Create opportunities for students to earn credit in required subjects.

5. Conduct weekly seminars to assist students to adjust to the role of an independent learner.

6. Visit the learning sites at least twice a month.

7. Award credit for satisfactory performance in the program.

It should be noted that the Project Phoenix Program will be limited to a maximum of 30 students each semester, and all 60 students will be selected prior to August 16, 1976.

I have read the above duties, responsibilities and descriptions and agree to participate in the program according to the terms so outlined.

_____ Student _____
Date

_____ Parent _____
Date

_____ School _____
Representative Date

PROJECT PHOENIX

A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development Through a Meaningful Community-Based "Action Learning" Program

A. Summary:

The Project Phoenix study is to provide students with both a feasible and personnally meaningful cooperative school/community learning experience. This will enhance both realistic student vocational decision-making through a direct experience with the elements of a vocational choice of field site placements and facilitate the student's transition to adulthood by exposure to the "real world" of work outside the idealistic controlled environment of the traditional classroom setting.

The objective and rationale for the pilot project is the fact that much meaningful education takes place outside the realm of the traditional classroom setting. In today's highly sophisticated technological society that task has become too great for one institution, the school, as we know it today, to adequately complete. This program will help to bridge the gap between learning and realistic application of knowledge in the "real world."

Also, the procedures in the pilot study are all aimed as an alternative to the traditional school with an emphasis on "real" involvement in vocations.

North Hills High School will initiate a limited pilot program of community-based "action learning" for seniors in 1976-77. The duration of the federally funded pilot study is to be a three-year period. The first year will be limited to the selection of thirty seniors each semester with final student selections by August 16, 1976. These students will be selected for placement in a variety of off-campus learning situations. At the same time research data will be collected from students, staff, and field site personnel to determine attitudes and available resources for incorporating meaningful "real" experiences into the ongoing educational process in the North Hills High School.

Faculty members currently employed are being recuited to carry out specific functions relative to program objectives. An administrator has been appointed as Program Director, and a half-time paraprofessional, paid through federal funds, will act as a field site liasion person for the program. Summer workshops concerning evaluation and possible future program modifications will be conducted each of the three years. These will involve representation of all personnel strata involved in the project.

We of the committee believe fully in the need and feasibility of our program for the students of North Hills and are certain it will prove to be a credit to the entire school community without being a cost factor to the local community.

B. Objectives:

The advantages and expected outcomes of this pilot program in community-based action learning will be the following:

1. Students will be provided with experiences which aid them in making career decisions and in facing the world of work.

2. Students will receive individual attention.

3. Students will be placed in valuable learning experiences with adult members of the community.

4. Students will be given an opportunity to relate classroom learning to life experience.

5. This action learning program will enable students to grow in self-esteem and self-confidence when performing adult tasks in an adult environment.

6. Students will gain a perspective on the possibilities and limitations of a broader world.

7. Student's basic skills will increase.

8. The varied experiences at the field sites will help students to develop age group integration.

9. Students will gain significant personal and social development through this service and work concept.

10. Most importantly, action learning is not aimed primarily at job training but rather that the personal and social development gained through these experiences are important dimensions of everyone's complete education.

C. Procedures:

The instructional system in community-based action learning differs from the traditional classroom course work. Each student selects various objectives coinciding with graduation requirements and career interest. The student advisors (counselors, instructors, and project committee persons) and student together build an academic program that is based on these objectives. Therefore, each student's academic assignments are unique but within the broad framework of North Hills' prescribed program of studies.

Academic work in the field differs from classroom work in another important respect. Distinctions between interdisciplinary approach is used: students may get academic credit in several courses by completing one assignment. Thus, students begin to understand realistic relationships that exist among different subject areas. Also, students develop a bank of experience in a vocation at the field site while also gaining access to means of obtaining information on additional education in a chosen vocation before and after high school graduation.

All departments in the high school have had input into specific departmental requirements that will be expected of all the action learning participants. But again, the great amount of choice in methods to achieve those objectives make the program highly individualized and adaptable to the specific needs and desires of a student in any vocational area.

Some very specific elements of procedure would be the following:

1. The enrollment for the first year will be a maximum of 30 students a semester with tentative plans for twice that number the second and third years contingent upon availability of funds, staff, and other logistical concerns.

2. Each student and his parents will be required to sign a training agreement (contract) upon enrolling in the program for both academic and liability reasons. Also, the determination of field site types will dictate the extent of/or need for specific curriculum development.

3. The means open to students to meet objectives will involve a number of choices from the following tasks dependent upon student's vocational site choice, academic needs, and personal desires:

   a. Daily journal

   b. Attendance at weekly seminars with both the academic and vocational areas reinforced by the scheduled instructional team.

   c. On-going contact with the student's advisor throughout the contract period. Every student will be assigned an advisor.

d. Specific curriculum requirements will be met through a combination of independent study, interdisciplinary study, or traditional classroom study dependent upon the student's contract which is determined by academic capabilities and needs, as well as vocational field site choice.

e. The student selection will be done during the summer of 1976 after the project has been explained to the present Junior class through their social studies classes. Final student selections will be made by August 16 and will be based upon the career choices of students and the availability of field sites after the student's academic record and personal interview are analyzed and discussed by the project committee.

f. The students will be evaluated four times during the 18-week semester and receive a comprehensive written status report at the end of 9 weeks. The evaluation will be based on the accomplishment of objectives jointly established by the student, advisor, and field site representative. Also, every student will be evaluated at the field site by his school advisor and/or a project committee member. A summary of contracts and journals, as well as academic achievement, will be prepared and analyzed by the project committee and student advisor to determine the final evaluation and possible granting of three credits for high school graduation. Reports of the evaluation will be sent to the home at the midpoint and end of the 18-week project experience. Of course, semi-annual and final reports on the project itself will be submitted to the State, as well as results of our self-evaluation. Grading for this project will be consistent with current North Hills High School policy.

g. The facilities of the North Hills High School are at our disposal, as well as the contracted field sites. Also, a number of large corporations, as well as the Allegheny Intermediate Unit, have expressed a great interest in our project and may be valuable sources of facilities and/or professional assistance in our project.

D. Related Research:

James Coleman estimates that 50 percent of today's youth are working; most, part time for pay. Obviously student interests have broadened beyond the classroom.

Various studies show that approximately 75 percent of the high school students believe that work and service opportunities should be offered during the school day for credit.

D. Related Research (con't.)

Some high schools have established separate departments to administer their programs. For instance, Beverly Hills High School in California operates an Applied Education Center to provide community service internships, work experience opportunities, and career exploration for students. Champlain Valley Union High School in Vermont three years ago established a Direction Center to assist students in locating job or service opportunities in the community to supervise these learning activities and to evaluate the results.

Locally, Dr. Lester Jipp of McKeesport Area Senior High School has directed an action learning program for the past three years for 120 senior students.

TYPICAL SENIOR SEMESTER PLACEMENTS FOR A COMMUNITY-BASED ACTION LEARNING PROGRAM

The following examples are actual experiences of students from McKeesport Area Senior High School. The brief descriptions demonstrate the kinds of roles and responsibilities students have assumed in their placements.

Keith Nelson - Chemistry Lab of Dr. Edwin Hodge, Mellon Institute

Keith, interested in chemistry as a college major, accepted the placement with Dr. Hodge. Among the things Keith did was to solve an assigned problem of determining the quantities of potassium and rubidium in about 20 artist paint pigments. This was in a search for a means of distinguishing celadinite and glauconite, two green earths used by artists. In the process he learned the rudiments of emission spectroscopy, among other things. He also was given other problems to study such as atomic absorption equipment and water with iron contamination. At the same time he also assumed responsibilities in other activities for maintaining a functioning laboratory.

Jodi Udorcich - Sound Studios, WRS Motion Picture Laboratory

Jodi, while interested in becoming a performer in the field of entertainment, accepted a placement at WRS to learn about the technology and procedures of the recording end of the entertainment field. At WRS she worked with duplication equipment, dubbing cassette recordings. She assisted in preparing finished disc recordings of commercial records. While much of this was observation, she was also able to participate. In similar fashion she assisted in setting up for recording sessions--putting up microphones, baffels, etc., as well as rearranging them as the session progressed. At the same time she was learning the rudimentary skills of recognizing sounds made by varying numbers of hertz.

Janet Totten - Infirmary, Fort Pitt Steel Castings

In this placement, Janet, interested in becoming a nurse, took an active part in much of the routine of the infirmary. She helped to prepare for and administer routine kinds of tests or mass innoculations such as flu shots. In vision tests she actually administered the tests and recorded the results. In the administration of flu vaccine, she prepared syringes and helped prepare the employees for the injections. She took an active part in the related record keeping. She also participated in taking temperatures, taking blood pressures, and in certain kinds of lab work. She assisted periferally in the routine administration of first aid.

NORTH HILLS HIGH SCHOOL

PROJECT PHOENIX
Community-Based Learning Program

PLACEMENT AGREEMENT

Name of Student:

Name of Learning Placement:

Name of Learning Placement Supervisor:

Date Placement Will Begin:

Describe your learning placement:

What services or duties will you perform?

List specific objectives for you in this placement. What skills do you expect to develop? What other things do you expect to learn?

I have discussed this placement with the Learning Supervisor and agree to perform duties indicated above. I also agree to evaluate this placement for academic credit.

Signed_____Date:

Placement Supervisor: I have met with_____and have agreed with him/her concerning his/her role and services to our company. I have discussed the student's objectives with him/her. I also agree to evaluate this student's Placement in order that he/she may receive academic credit.

Signed_____Date:

NORTH HILLS HIGH SCHOOL

PROJECT PHOENIX
Community-Based Learning Program

SPONSOR PARTICIPANTS' AGREEMENT FORM

NAME OF COMPANY _____
ADDRESS OF COMPANY _____
PHONE _____

PLACEMENT LOCATION _____

PLACEMENT SUPERVISOR (Title) _____

The Learning site will:

1. Assist the student-learners to plan learning activities in accordance with their objectives for being in the program.
2. Provide adequate supervision for the student-learners as they carry on their learning activities.
3. Guarantee that student-learners' activities will serve the educational needs of the student.
4. Permit the student-learners to design new learning activities in their educational needs change.
5. Participate in consultations with the school representative when necessary.
6. Comply with all federal, state and local laws covering activities of non-paid learners in work settings.

_____ Learning Site _____ (Date)

_____ Student _____ (Date)

_____ School Representative _____ (Date)

NORTH HILLS HIGH SCHOOL
56 Rochester Road
Pittsburgh, Pennsylvania 15229

Mr. James R. Harper, Senior Principal

Assistant Principals:
Mr. Thomas Greway
Mr. Richard Napolitan
Mr. Eugene Hohman
Mr. Anthony Venditto

Dear

Through a grant from the State of Pennsylvania, the North Hills High School is implementing a program called Project Phoenix. The program enables young adults, on the threshold of graduating from school, to have a significant brush with the realities of life before they leave school. In this community-based program, the students spend one entire semester of their senior year exploring the realities of the job or career they expect to follow. The student spends the entire day, every day, at the institution or business with the school integrating the usual course requirements into the field experience and granting credit toward graduation for the learning which takes place at the field site. The students are not paid, yet the expectation is that the youth will be given the kind of meaningful, responsible work and experience that demonstrates the career ventures they wish to pursue. Students have the opportunity to gain valuable career experience and also learn in a new environment of their choice which should enhance self-motivation.

The student is under direct supervision of a staff member of the high school...a member of the staff works with each student. Students attend weekly seminars which deal with their experiences and skills in the adult world. They are visited periodically at their placement by this staff member. Students also keep a daily journal which requires them to assess their experiences.

We hope to find a large body of interested people, educators as well as community leaders, who agree that the time has come to enable our youth to reach adulthood via new routes. We want to stress the career or vocational aspects of this program, but we are equally interested in the learning which accrues to self-discipline, self-direction and just plain common sense.

We think we have a good idea...a chance to put youth where adults are. Presumably, it is in these environs that students adopt adult behavior in manifesting those skills and traits which are important and have real meaning. We feel that a student's self-discipline and self-direction will

BEST AVAILABLE

grow sipnificantly. His learning in traditional subject areas will also grow as these areas of knowledge are used in the daily routine of activities and responsibilities.

Please understand that we are not talking about putting youth in dangerous areas where skill is a factor of safety, but in research laboratories, business divisions, purchasing divisions, personnel divisions, repair and maintenance divisions, etc. We are hoping to respond to the whole spectrum of interests and abilities of youth because of the cooperation of area agencies and businesses. We hope to provide placements for those not academically oriented but interested in more immediate entry into the job market, as well as those who look to post-high school education and a profession for their careers.

_____, is interested in _____. May I take the liberty of calling your office for an appointment to discuss the matter of enabling this young man/woman to learn by experience in your "World of Work."

Sincerely,

PROJECT PHOENIX

Resume: Photography and Television

Description of Position: This student will be involved in the following activities:

a) Perfect skills in the taking of artistic photographs and in the developing and processing of film

b) Work with a professional photographer in the development of the above skills as arranged

c) Participate in elementary arts-in-education program by teaching basic principles of photography to elementary students

d) Act as a part of a team taking photographs of school events and activities for purposes of public relations and information

e) Develop "photo essays" as requested by school administration and curricular departments

f) Work in the audio-visual center with staff to develop skills in such related areas as lamination; transparency creation; operation of portable television equipment in elementary-junior high-senior high schools; and other such duties related to the field of multi-media as deemed appropriate

Pre-requisite: Demonstration of some basic skills in photography or commitment to learning of same

Hours: Full time including enrollment or auditing film-making and television production classes

Travel: Students will need transportation to schools within district. (Arrangements for some travel with supervisor may be possible.)

Materials needed: School will provide film, etc., as well as camera. However, student may use his own equipment if desired.

Supervisor: Mr. Waack, Supervisor of Performing Arts

February 16, 1977

TO: Project Phoenix Participants

FROM: Richard R. Napolitan

SUBJECT: FRIDAY SEMINAR SCHEDULE
Project Phoenix

This will be the schedule for the seminar every Friday in the Rotunda:

8:45 a.m. - 9:45 a.m.	Dr. Koesel and Dr. Higgins (seminar)
9:45 a.m. - 10:45 a.m.	Social Studies - Dr. Lagana
10:45 a.m. - 11:45 a.m.	English - Dr. Brozick
11:45 a.m. - 12:45 p.m.	LUNCH
12:45 p.m. - 1:35 p.m	*Physical Education - Marcia Eicher in Senior Building

Note: Pre-testing will be held on Friday, February 18, 1977, at 12:30 p.m. in Room 124, Sr. Building.

*Physical Education begins February 25, 1977.

RRN/mps

PROJECT PHOENIX

Friday Schedule

All students must attend.....

8:45 a.m. - 9:15 a.m.	Mrs. McGregor
9:15 a.m. - 10:15 a.m.	Dr. Lagana
10:30 a.m. - 11:15 a.m.	Mr. Brozick
11:15 a.m. - 12:45 p.m.	Seminar - Mr. Koesel

Physical Education requirements must be met individually on Friday also.

In the afternoon there is time for library research, special assignments, guest speakers, etc.

Procedures for Project Phoenix Seminar Day

1. All students will report to the school for seminar sessions each Friday.

2. Arrival time will be dependant upon each student's schedule responsibilities for the day.

3. The following are the options students will be involved in each Friday A. M.

   a. Attending regular scheduled academic classes at the high school.
   b. Meeting with independent study instructors at scheduled meetings during the A. M.
   c. Satisfy physical education requirements as specified by the guidelines.
   d. Meet with student's personal advisor through scheduled meetings.
   e. Use library to research topics related to academic and field site experiences.

4. All students will be involved in the group seminars for the Friday P. M. sessions, which will be in the rotunda of the Morrow Building each Friday from 12:15 to 2:30 P. M.

APPENDIX I

OBJECTIVES DEVELOPED FOR THE SENIOR SEMESTER SEMINARS

Seminars are held for students:

1. To provide opportunities for participating students to maintain interaction with their peers, and remain informed of school activities.

2. To enable participating students to exchange experiences about placements.

    a. To provide an awareness of vocational opportunities.

    b. To provide an awareness of learning experiences that exist in their community.

    c. To provide time to discuss and help solve individual problems stemming from the individual placements.

    d. To provide time to discuss and share accomplishments and individual growth at the placements.

    e. To provide time to discuss and help solve common problems stemming from the individual placements.

3. To utilize student placement experiences in clarifying their individual values.

4. To develop student skill in interpreting the organizational structure of the student's placement agency. Areas of interpretation include decision-making, policy making, personnel problems, production problems, financial problems, community relations, public relations.

5. To develop student skill in assessing interaction with and among placement personnel.

6. To enable students to identify the function of various restraints and regulations in their placement agencies.

7. To acquire skills and experience in small group interaction.

PROJECT PHOENIX - SELF-AWARENESS SEMINARS

Proposed by Sherry Geis and John Woesel

Note: Need to deal with confidentiality

1. Climate Setting

   A. Trust Exercises
      Objective: To explore individual group members' reaction to situations involving trust.

   B. Lemons
      Objective: on page 94 of Vol. 3 IRI

2. Communications (listening-observations)

   A. Babel: Interpersonal communication
      Objective: Vol. V page 15

   B. Listening (people making activity)
      Objective: 1. To focus on verbal and non-verbal communication
      2. To become aware of various meanings a statement may have
      3. To gain experience in listening for and checking out possible meanings of statements

3. Relationships - individual and personal

   A. Intimacy program: developing personal relationships Vol 3-30
   B. You've got it, I want it!
      Objective: To provide the opportunity to experience and observe his own and other group members' styles in handling conflict situations.
   C. Three persons - behind the back
      Objective: To provide personal feedback
      To provide an opportunity for members to express their feeling regarding giving and getting feedback

4. Group Interaction

   A. Problem solving: Broken Squares: non-verbal problem solving Vol. I page 25
      Ders, Wors, and Yukte Vol. 2 page 24

5. B. Inter-group relationships: win as much as you can Vol. 2 page 7

6. C. Consensus-seeking and decision-making - Ohio Inventory on Job Success
      Objective: To compare the results of individual decision-making with the results of group decision-making
      To discuss decision-making patterns in the group

7. D. Line-up - non-verbal feedback - use video tape
      Objectives: To provide feedback to group members as to how they're perceived by each other
      To expand the individuals' awareness of her-his influence on the group

8. Feedback

A. Johari's Window - Vol. I, page 5

9. B. Silhouettes

Objective: To provide participants with an unusual and fun means for giving and obtaining feedback

10. Members in Feedback

Objective: To provide [illegible]
To provide closure for group

BONUS WORK - Own time (to be invented when the going gets too easy)

Lecture
Listening

* can be made up to relate to [illegible]

Authority & Rules/Social Systems

	Site	Self
Authority & Rules	1. Chain of Command	1. How do you respond to authority figures? Fixed rules?
	2. Personnel Policies	2. Do you operate best in a closed or open system? Rules? No rules?
	3. Who makes rules? Who judges "gray area"? Fixed rule/flexible rule.	
Social Systems	Formal/Informal Source: Judy Bookhammer	1. What social systems are you involved in? Which are most important to you? Where are you most comfortable? Why?

Decision-Making and Learning

	Site	Self
Decision-Making	1. Decision-making processes.	1. What kinds of decisions do you make?
	2. Who are the decision-makers? What input do they seek? How long does it take to make a decision?	2. What processes do you use? (Intuition, research, read, other people's advice).
	3. Consequences of decision-making.	3. Daily and long-term decisions?
		4. Consequences for yourself? For others?
Learning	1. How does the site train personnel?	1. How do you learn best? i.e. learning styles.
	2. What processes are there for acquiring skills/ knowledge?	
	3. How is learning related to advancement at your placement?	

TO: Project Phoenix Advisors

FROM: Richard R. Napolitan

RE: Information concerning advisor/advisee role and relationship.

Please note on Friday, March 25, 1977 at 9:00 A.M. the Project Phoenix advisors listed below are to meet with their advisees in the Rotunda of the Morrone Building to become acquainted with their student's needs and concerns in the project. This may also be a good time to schedule to visit the field site and meet with the field site sponsor.

ADVISOR	ADVISEE	FIELD OF INTEREST
Mr. Brown	Cernansky, Ron	Game-Forestry-Land
Dr. Lagana	Clifford, Debbie	Cosmetology
Mr. Napolitan	Corbett, Elizabeth	Interior Decorating
Dr. Higgins	Delisio, Cindy	Veterinarian-Children
Mr. Julian	Denniston, Richard	Veterinarian-Zoo
Dr. Koesel	Foster, Wally	Game-Animals-Construction
Mr. Maloney	Golben, Joann	Research Laboratory
Dr. Brozick	Haldie, Chris	Nursing
Dr. Brozick	Harshman, Suzanne	Museum-Parks
Mr. Julian	Hermann, Lauren	Architect-Drafting
Mr. Brown	Kappas, Mark	Airlines
Mr. Hummel	Lotz, Charles	Aircraft Mechanics
Mr. Hohman	Mills, James	Commercial Art
Dr. Koesel	Neely, John	Law-Accounting
Mrs. Mountan	O'Neill, Nancy	Accounting-Bus. Administration
Mr. Vaccaro	Osterreider, Sue	Veterinarian
Mr. Napolitan	Polak, Debora	Tourism
Dr. Higgins	Probert, Catherine	Social Work-Special Education
Dr. Lagana	Ratzel, Karen	Fashion
Mr. Maloney	Schmidt, William	Auto Body-Auto Mechanics
Miss Hand	Schmitt, Wm. J	Rescue-Emergency
Miss Hand	Schoentag, William	Law-Electronics
Mr. Vaccaro	Shuttleworth, Judy	Florist-Home Economics
Mr. Hohman	Steffy, Greg	Television
Mr. Venditto	Wahrhaus, Nancy	Business Administration
Mr. Venditto	Yocca, Linda	Dental Assistant

ACTION LEARNING PROJECT

ENGLISH AND SOCIAL STUDIES

Overview

The Action Learning Project will enable involved students to pursue English and Social Studies credits in various ways:

1. Attend classes early in the day prior to field experience.

2. Participate in an independent study program cooperatively designed by the student and an area supervisor or department coordinator.

3. Participate in an interdisciplinary Humanities project which incorporates both English and Social Studies.

Students who choose the independent study options will work toward the completion of various objectives in English or Social Studies. Reading lists related to both sets of objectives will be compiled; students will be directed toward readings and activities that will lead to attainment of objectives.

A program in the Humanities which will incorporate English and Social Studies activities will be piloted with several Action Learning students. They will receive credit in both areas for work in this program.

Philosophy/Social Studies

Students who participate in the Action Learning Project will be guided toward process goals in the Social Studies. Skills of inquiry will be emphasized in all topic areas.

Content emphasis at the senior level will be placed on current issues relevant to modern American society. Students will be encouraged to keep abreast of current happenings through the newspaper, television and weekly news magazines. A reading list will help in the attainment of stated objectives.

General Objectives/Social Studies

1. Students will be able to understand, analyze and evaluate some of the major factors involved in contemporary international affairs.
2. Students will be able to understand some of the major features involved in certain persistent political issues.
3. Students will be able to analyze the social implications of historical interpretations, novels, plays, and other forms of art.
4. Students will be able to recognize conflicting values in a decision-making situation and test plans of action in terms of their probable consequences with respect to personal values.
5. Students will be able to solve problems through an inquiry approach which includes defining a problem, examining data, stating an hypothesis, collecting evidence, evaluating sources, organizing data, and drawing conclusions.

6. Students will be able to use appropriate criteria to distinguish facts from opinions, relevant from irrelevant information, and reliable from unreliable sources.
7. Students will be able to understand aspects of the decision-making process in the United States which includes the rules of the three branches of government.

Philosophy/English

In the Action Learning Program English Curriculum, the content and process of English meet. It is the study of English and its application that are the core of this program.

The student's learning is facilitated by the teacher, who, on the basis of each student's background, devises learning experiences that have direct bearing on the occupation that the student has chosen. Thus the student is able to explore, to extend, and to shape his experiences in English to accommodate his chosen career.

The skills of English - reading, composing, listening, and language - are integrated. Rather than learning them as separate entities, the student will combine the newly learned information from all skill areas in his efforts to adapt to new experiences.

To attain a particular goal, the curriculum will provide a variety of materials and strategies. Materials will be selected on the basis of the student's needs, interests, and abilities; the strategies will be both convergent, which anticipates one correct response, and divergent, which permits a variety of responses and adaptations to career choices.

General Objectives/English

1. The student will read for information and inspiration.
2. The student will read various genres of literature, both classical and contemporary.
3. The student will read for self discovery.
4. The student will develop the skills of literary reading: analysis, interpretation and adaption.
5. The student will relate the concepts developed in literature to contemporary life.
6. The student will write in various modes of expression, both imaginative and expository.
7. The student will organize ideas in order to communicate effectively.
8. The student will perform as a responsible participant in discussion and group work.
9. The student will follow a detailed set of directions given to him orally.
10. The student will recognize and analyze probable outcomes of situations and/or recommended courses of action.
11. The student will demonstrate that judgments and decisions are based upon investigation and consideration of all facts and events pertinent to the issue.
12. The student will analyze the motivation behind actions and statements.

13. The student will analyze human situations for probable causes.

14. The student will perceive the relationships existing between various media and society at large, as well as those relationships between himself and the media.

15. The student will compare different media through the process of analyzing various treatments of the same data.

16. The student will become aware that language, in whatever dialect, is the vehicle of man's culture and the instrument of his written and oral expression and communication.

Appendix K

North Hills Schools
English Curriculum Philosophy and Objectives
Action Learning

May, 1976

Philosophy

In the Action Learning Program English Curriculum, the content and process of English meet. It is the study of English and its application that are the core of this program.

The student's learning is facilitated by the teacher, who, on the basis of each student's background, devises learning experiences that have direct bearing on the occupation that the student has chosen. Thus the student is able to explore, to extend, and to shape his experiences in English to accommodate his chosen career.

The skills of English -- reading, composing, listening, and language-- are integrated. Rather than learning them as separate entities, the student will combine the newly learned information from all skill areas in his efforts to adapt to new experiences.

To attain a particular goal, the curriculum will provide a variety of materials and strategies. Materials will be selected on the basis of the student's needs, interests, and abilities; and strategies will be both convergent, which anticipates one correct response, and divergent, which permits a variety of responses and adaptations to career choices.

General Objectives:

1. The student will read for information and inspiration.
2. The student will read various genres of literature, both classical and contemporary.
3. The student will read for self discovery.
4. The student will develop the skills of literary reading: analysis, interpretation and adaptation.
5. The student will relate the concepts developed in literature to contemporary life.
6. The student will write in various modes of expression, both imaginative and expository.
7. The student will organize ideas in order to communicate effectively.
8. The student will perform as a responsible participant in discussion and group work.

General Objectives (Continued):

9. The student will follow a detailed set of directions given to him orally.

10. The student will recognize and analyze probable outcomes of situations and/or recommended courses of action.

11. The student will demonstrate that judgments and decisions are based upon investigation and consideration of all facts and events pertinent to the issue.

12. The student will analyze the motivation behind actions and statements.

13. The student will analyze human situations for probable causes.

14. The student will perceive the relationships existing between various media and society at large, as well as those relationships between himself and the media.

15. The student will compare different media through the process of analyzing various treatments of the same data.

16. The student will become aware that language, in whatever dialect, is the vehicle of man's culture and the instrument of his written and oral expression and communication.

NORTH HILLS SCHOOL DISTRICT

May, 1976

Appendix K

Action Learning Project

Physical Education

Overview

The primary way that students in the Action Learning Project can earn credit in physical education will be via the contract method. Because of the flexibility presently built into the physical education program at the 11th and 12th grade level we believe it will be possible to design a contract/individualized program that can be met both through participation in regular units which meet for a 4 week block of time and by participation in other kinds of experiences both on and off the grounds of the high school. Since the number of students involved will be relatively small we believe we can be some what flexible with the time and day assignments and we welcome the opportunity to experiment with some individualized/contract programs.

The objectives that we try to meet with the total physical education program are:

The development of cardio respiratory fitness, endurance, flexibility, agility, balance, muscular strength and coordination.

The development of competency in the skills and strategy of at least two life time sports.

The development of the desire and interest to use leisure time wisely in terms of keeping oneself fit and participating in activities which bring enjoyment and physiological benefits.

The development of an understanding and appreciation for the creative-expressive-aesthetic aspects of movement both as a participant and observer.

The development of a positive self-image and well-being in terms of the social, emotional and moral aspects of one's life.

Mechanics of the Individualized/Contract Program

The general and specific mechanics of such a program will be worked out with the physical education staff in cooperation with the instructional supervisor/coordinator and the administration. It is understood that the student will have several options open to him in terms of what he will do to reach each of the general objectives. For example he will select from what is possible for the district to offer and/or arrange for and he will be involved with the planning of his specific program.

ACTION LEARNING PROJECT
PHYSICAL EDUCATION

The components of the individual programs will include:

1. stated behavioral objectives
2. an outline of the content (subject matter involved)
3. a series of planned experiences with choice built into the package - The experiences will spell out where, what equipment, location, etc.
4. expected outcomes for the student which are planned by the student and physical education dept. together. Where feasible the outcomes will be based on a pre-assessment type evaluation of some kind
5. a description of the procedures and specific criteria used in evaluating the student's progress toward the specific outcomes.

The contract should be in writing and signed by the student, physical education staff member in charge, and the administration. In addition the contract should stipulate:

" a. duration of contract
b. monitoring procedures
c. counseling procedures and dates and locations for assessments of pupil progress
d. insurance and liability converage
e. estimated cost (if any)
f. travel requirements and location of learning activities
g. equipment and material requirements
h. final grade or evaluation criteria and procedures to be utilized by the instructor in assessing pupil achievement
i. stipulations concerning criteria mutually considered for renogotiating for contract. "(Material taken from Pennsylvania Department of Education Publication - An Approach to Providing Flexibility in the Physical Education Program, 1974)

Appendix
L 1

ALLEGHENY INTERMEDIATE UNIT

Suite 1300 · Two Allegheny Center · Pittsburgh, PA 15212
(Area Code 412) 323-5757

INSTRUCTIONAL SUPPORT SERVICES

June 13, 1977

Dear Parents of Community Based Learning Students:

The Allegheny Intermediate Unit provides supportive services to the 46 school districts in Allegheny County. One of these supportive services is to act as a clearinghouse for the on-going Community Based Learning Programs throughout the county. During this past year, we worked together with your school district and six others to obtain information to support the educational validity of Community Based Learning. The schools involved were: Upper St. Clair (Community Learning Program), Keystone Oaks (Com/PACT), Mt. Lebanon (Community Based Learning), McKeesport (Senior Semester), Fox Chapel (ACE), North Hills (Project Phoenix), and Gateway (Community Based Learning).

We are aware that you have completed evaluation forms that were provided by your individual school, however, in order to validate results, we ask that you take a few minutes to complete a form that is being sent to the parents of all the Community Based Learning students in Allegheny County. This form need not be signed, as we are interested in your honest responses and are not interested in personal identification.

We have enclosed a self-addressed stamped envelope for your convenience and look forward to hearing from you soon. If you should have any questions, please feel free to call me at 323-5773 or to call the Community Based Learning director at your school.

Sincerely,

Elizabeth Cessna

Elizabeth Cessna
Director
Community Based Learning Program

Enclosures

Appendix
L
2

EVALUATION FOR PROJECT PHOENIX

Date_____

NOTE: Please rate the following areas regarding Project Phoenix as they personally apply to you. The scale is 1 -- 5, low to high.

1. Poor 2. Fair 3. Average 4. Good 5. Excellent

1.___You were provided with experiences which aid you in making career decisions and in facing the world of work.

2.___You received individual attention.

3.___Your experiences with adult members in the community was a valuable learning experience.

4.___You were able to relate classroom learning to life experiences.

5.___You were able to grow in self-esteem and self-confidence when performing adult tasks in an adult environment.

6.___You gained a more realistic and mature perspective of the world at large.

7.___Your basic skills in writing, speaking, and listening increased.

8.___You learned how to relate and feel comfortable with adults outside the school setting.

9.___Overall, your personal and social maturity has increased through the project experiences.

10.___Overall, you feel the project was a good choice for you, which enhanced your total development as an individual.

FOR THESE QUESTIONS, PLEASE RANK AND GIVE A BRIEF STATEMENT.

11.___Do you feel you had sufficient preparation or orientation for this new tpye of learning experience?

_____

_____

_____

12.___Do you feel the field site gave you the learning and personal experiences you anticipated?

13.___Do you feel the field site sponsor met the expectations you outlined in his contract with you?

14.___Your personal advisor was helpful to you in the project. Please comment on what you expected and what was the actual outcome.

15.___The Friday seminars were beneficial to you. Please suggest any changes you feel would benefit the seminars and tell why.

16.___Please rate the value of the independent study, and comment on what, if anything, should be done with them in the future.

17.___Have demands of the project been equal to your abilities?

18.___Has the quality and quantity of contact with the field site co ordinator been beneficial to you?

PROJECT PHOENIX - INTERIM PLACEMENT EVALUATION

Appendix
L
3

Name _____
Placement _____
Supervisor _____
Date of Placement _____

To student and supervisor: This form is designed to help the two of you discuss the student's activities at placement. It should be completed, initialed and placed in file. The placement supervisor should retain a copy for use in evaluation at conclusion of the student's placement. This form should be completed at the middle of the placement.

1. Please consider each of the following characteristics and evaluate the student's performance by checking the appropriate column.

	Excellent	Good	Fair	Poor	No Information
a. Punctuality					
b. Dependability					
c. Completion of Tasks					
d. Willingness to Accept Responsibility					
e. Willingness to Learn New Skills					
f. Display of Initiative					
g. Cooperativeness					
h. Ability to Relate to Others					
i. Self-confidence					
j. Ability to Accept and Use Advice and Criticism					

2. Please comment on the student's performance as a self-directed learner. Consider such characteristics as curiousity, use of learning resources and opportunities, expression of interest in placement activities and assumption of responsibility for own learning.

Placement Supervisor Initial _____
Student Initial _____

PROJECT PHOENIX FINAL EVALUATION OF STUDENT PERFORMANCE AT PLACEMENT

Appendix L
4

Name _____
Placement _____
Placement Supervisor _____

Our records show that this student was with you from _____ to _____.

1. Please identify at least six of the activities of Project Phoenix student who was placed with you. Please indicate to what degree involvement was observation or participation.

   1.

   2.

   3.

   4.

   5.

   6.

2. Were you directly responsible for the supervision of the student? Yes___ No___
   If no, what was your role in his supervision?

3. Please consider each of the following characteristics and evaluate the student's performance by checking the appropriate column.

	Exc.	Good	Fair	Poor	No Info.
a. Punctuality					
b. Dependability					
c. Completion of tasks					
d. Willingness to accept responsibility					
e. Willingness to learn new skills					
f. Display of initiative					
g. Cooperativeness					
h. Ability to relate to others					
i. Self-confidence					
j. Ability to accept and use advice and criticism					

4. Please comment on student's demonstrated ability to take responsibility for own learning experience while with you.

5. Please include any additional comments you might have about student's performance at your placement.

6. The Phoenix Project staff would appreciate your remarks and/or suggestions about operation of our program.

Evaluation: Action Learning Work Experience

1. Is it possible to grade your job performance using the ABC system _____

2. Is it important to have written and/or verbal reactions on your job performance?

_____

3. Should the evaluation of your job performance be included in your Grade Point Average?

_____

4. If your answer to question number one was NO, please list below at least three other ways of evaluating your job performance.

ka

PROJECT PHOENIX STUDENT LEARNING SELF-EVALUATION

Name _____
Placement _____
Date _____
Weeks at Placement _____

1. Name six or more learning experiences that you have had at your placement. At least two of the experiences must have been self-initiated. In the designated columns, indicate who initiated the learning, the resources used, and what, in your opinion, the result of that learning has been for you. Ask your supervisor to initial this list before you turn it in.

Learning Experience	Initiator	Resources	Result
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			

2. On the back of this paper, describe one learning experience at your Project Phoenix placement that has been meaningful for you.

Appendix L 6

EMPLOYMENT RELATIONSHIP UNDER THE FAIR LABOR STANDARDS ACT JUNE 1972

United States Department of Labor
Employment Standards Administration
Wage and Hour Division

TRAINEES

The Supreme Court has held that the words "to suffer or permit to work", as used in the Act to define "employ", do not make all persons employees who, without any express of implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all six of the following criteria apply, the trainees or students are not employees within the meaning of the Act:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

July 15, 1977

Dr. Joshua S. Geller
North Hills High School
53 Rochester Road
Pittsburgh, Pennsylvania 15229

Dear Mr. Geller:

When I attended a meeting on February 11, 1977 at the high school explaining Project Phoenix I felt very lucky and grateful that my son William Schmitt was being afforded a tremendous opportunity to exposure to the "real world" versus the traditional classroom setting.

Through his participation he has indeed gained significant personal and social development through this service and work concept.

Bill always had a desire to become a doctor but knew it was impossible based on his previous grade records and performances in academic courses. Through his exposure in working with the Ross Rescue Squad he has broadened his sights set on becoming a Para Medic which seems more realistically within his reach.

At present he is enrolled to take courses at Community College to prepare him for Para Medic duties. He also is continuing to volunteer his services with the Rescue Squad and is proud to be a part of it.

He has participated in taking temperatures, blood pressures and also gave artificial respiration to a heart patient enroute to the hospital. He feels much satisfaction and fullfillment because of it. He also witnessed failure when a patient was dead on arrival and the squad was helpless to do any more.

Whatever Federal funds are being spent for the continuance of the program, are in my opinion, being well spent. In fact, in comparison I would think many dollars are being wasted at times in classroom training to fulfill some ridiculous requirements and subjects mandatory to receiving a High School Diploma.

The Chamber

July 29, 1977

Mr. Rich Napolitan, Assistant
Principal
Project Phoenix
55 Rochester Road
Pittsburgh, Pennsylvania 15229

Dear Mr. Napolitan:

With a sincere interest in youth and how they make the transition to adulthood, the Chamber is interested in cooperating with other elements of the community, including your organization, to help broaden the domain where youth learn. We are making a directory of the programs in the Greater Pittsburgh Area in which school-age youth participate in the functions of industries, businesses, agencies and institutions. The directory will include information about the things youth learn and the skills they acquire, numbers of youth involved, and relationships, if any, these programs have with the participating youths' formal education.

The directory will have several uses. It will be an up-to-date compilation of such programs for all of Allegheny County including the City of Pittsburgh. It can help educators know who is doing what for youth throughout the Greater Pittsburgh Area. It will provide business people with a picture of the various ways which youth are already being served beyond the traditional school setting and could stimulate their increased participation in programs like yours.

I will be calling to make an appointment to obtain the kind of information described above, and to discuss in more detail the objectives of this venture.

We thank you for your cooperation in this matter.

Cordially,

Ms. Dolores Ward,
Education Coordinator

DW/jdf

Greater Pittsburgh Chamber of Commerce 411 Seventh Avenue Pittsburgh, PA 15219 (412) 391-3400

May 19, 1977

TO: All Members of Phoenix Project

May 13	Students will get evaluation forms distributed to sponsors
May 20	Allegheny Intermediate Unit post-testing procedure
May 23-26	Evaluation forms will be discussed and picked up from sponsors by Mrs. McGregor for final grade.
May 31	Phoenix Committee meeting - 1:00 PM - Rich Napolitan's office
June 3	Last day of semester for Phoenix Project
June 6-7	Self-evaluation by Phoenix students
June 7	Picnic
June 8	Information on Phoenix Project -presentation to Social Studies classes - 11th grade

TO: All English instructors on "the Hilltop"
and Phoenix Committee Members.

FROM: Richard R. Napolitan

RE: Presenting Project Phoenix to next year's Seniors

On Monday, June 13, 1977 in Room 124 the Project Phoenix Committee scheduled below will present Project Phoenix to the present Juniors and distribute application to interested students for the 1977-78 school year.

The teachers are asked to come to 124 with the students each period and both Linda Williams and Cari McGregor will be in 124 all day to help the scheduled people to answer questions, etc. There will be several former Phoenix students there also to add the student's perspective to the presentation.

Period	
1.	Dr. Lagsma
2.	Norma Mountam
3.	Dr. Brozick
4.	Dr. Higgins
5.	Liz Hand
6.	Terri Kuhs
7.	Dr. Koesal